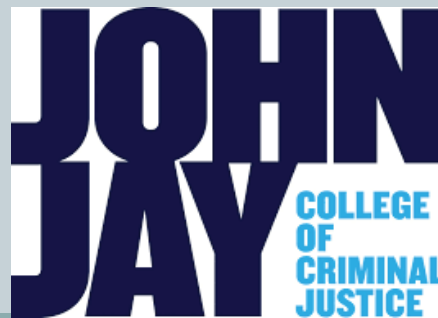


Direct Assessment of SLO in the Student Experience (Standard IV)



MICHAEL C. SACHS, JD, CCEP
ASSISTANT VICE PRESIDENT FOR
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STUDENTS

JOHN JAY COLLEGE, CUNY
PACE UNIVERSITY 6/13/2017





P A C E U N I V E R S I T Y

Workshop Goals



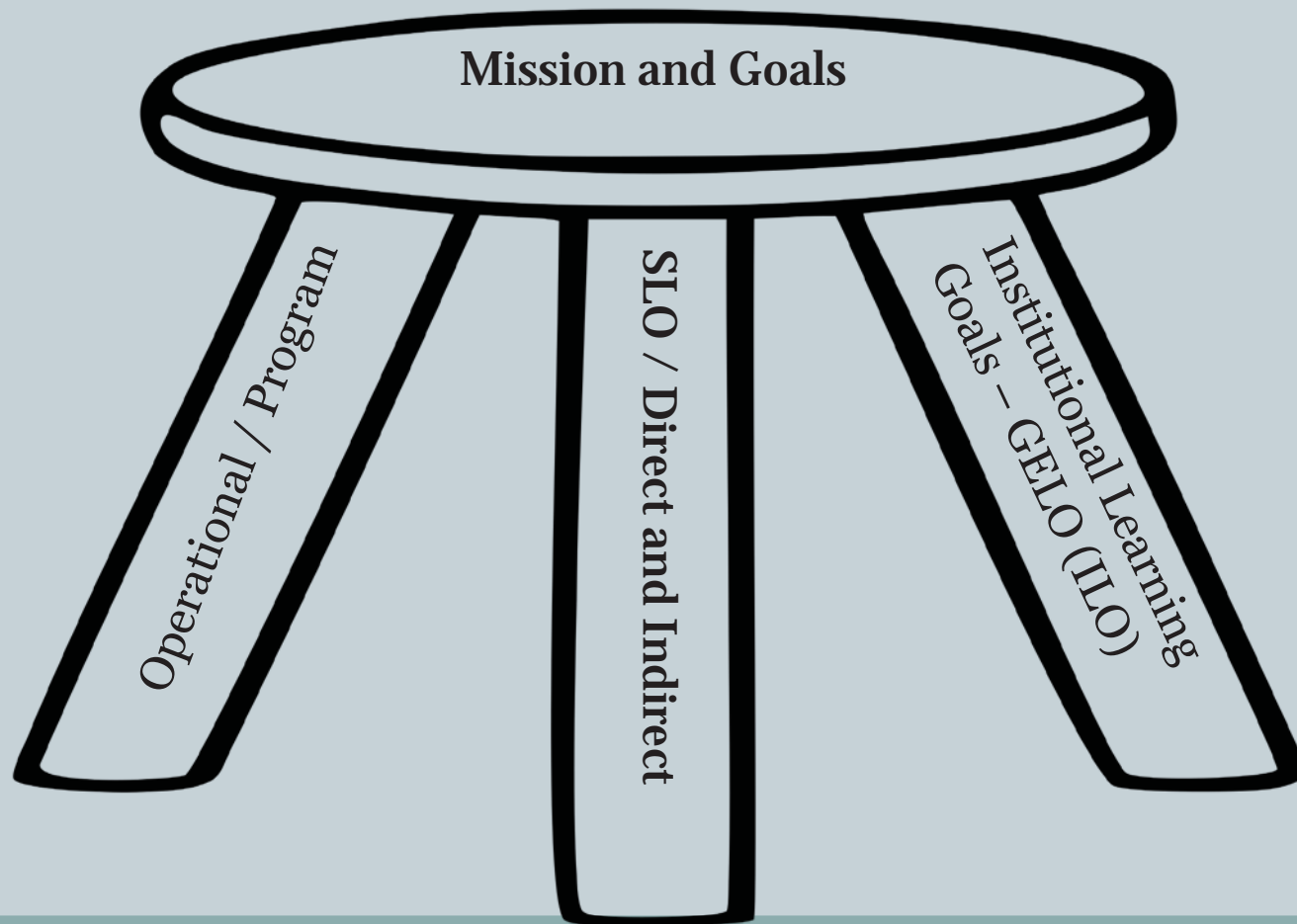
- **Recognize direct vs. indirect assessment**
- **Understand why direct assessment of student learning is important**
- **Distinguish qualitative vs. quantitative**
- **Identify types of direct assessment**
- **Distinguish operational / program assessment from SLO assessment / General Education Learning Outcomes**

Workshop Goals

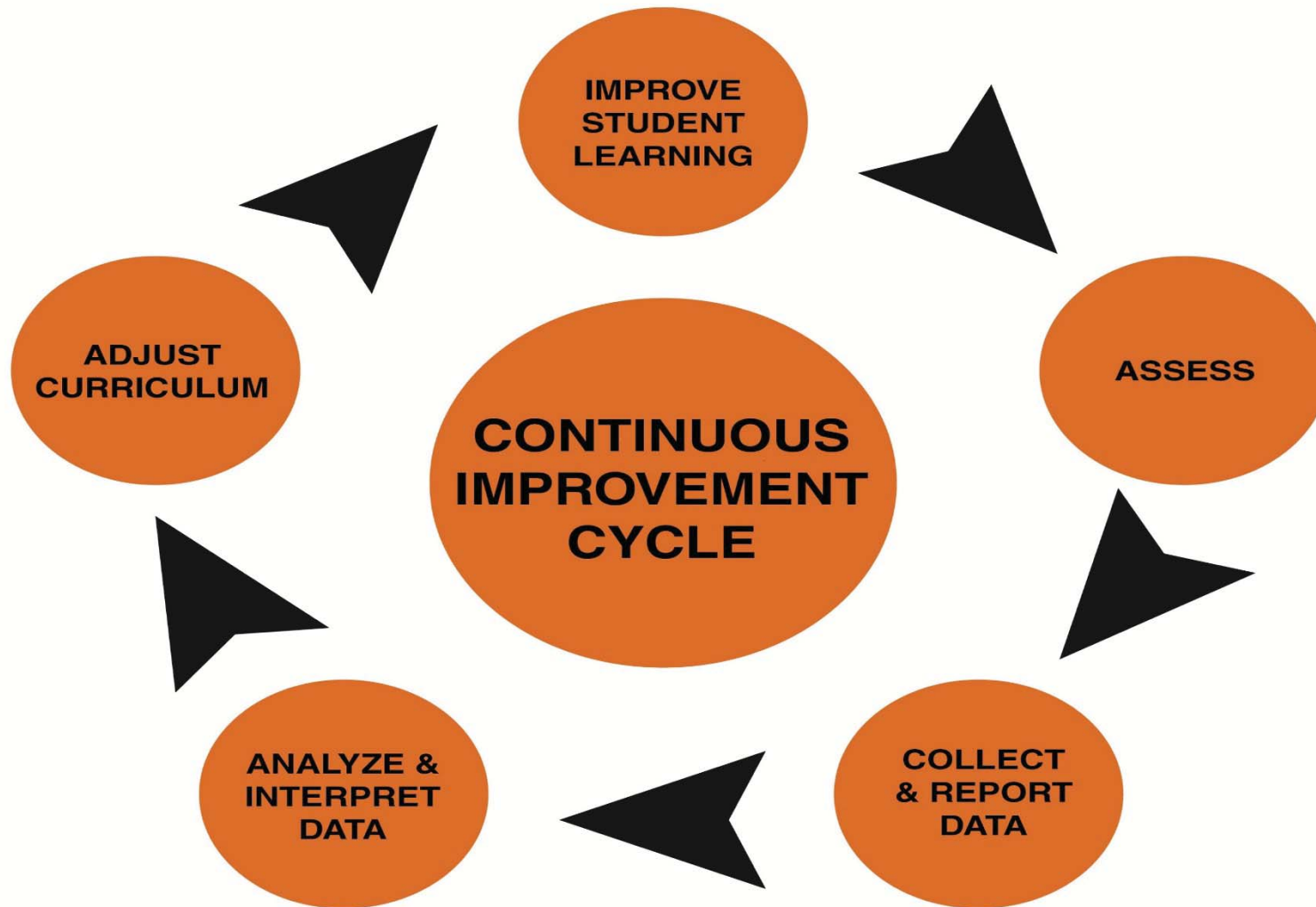


- **Provide examples that can be implemented on campus and integrated into assessment plans**
- **Develop goals, using rubrics, and developing measurable evidence supporting the student experience**
- **Connect direct assessment to mission, goals, and planning process of Pace University**

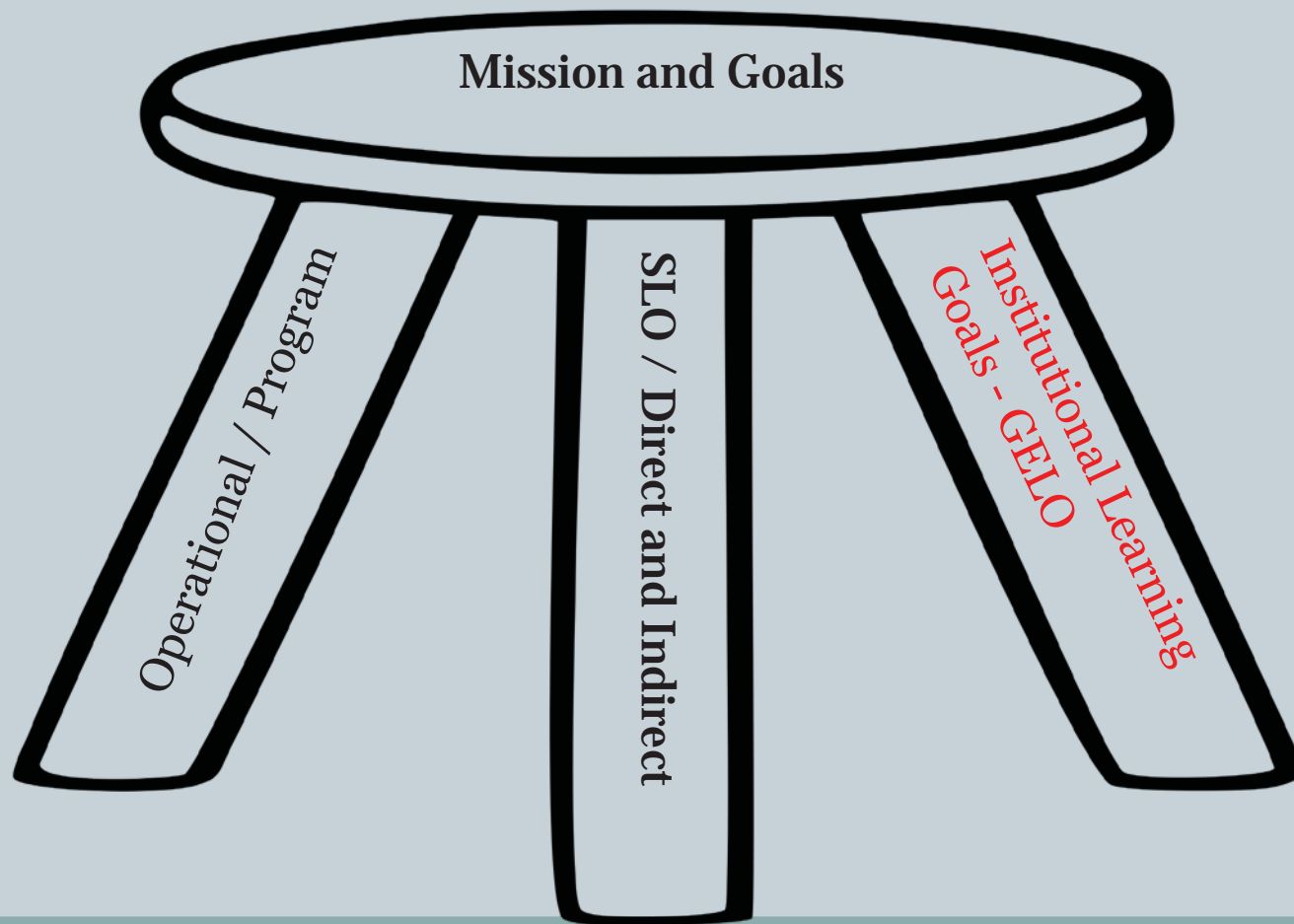
Assessment



Assessment Cycle



Assessment



Academic Side of the House



GELO - MSCHE

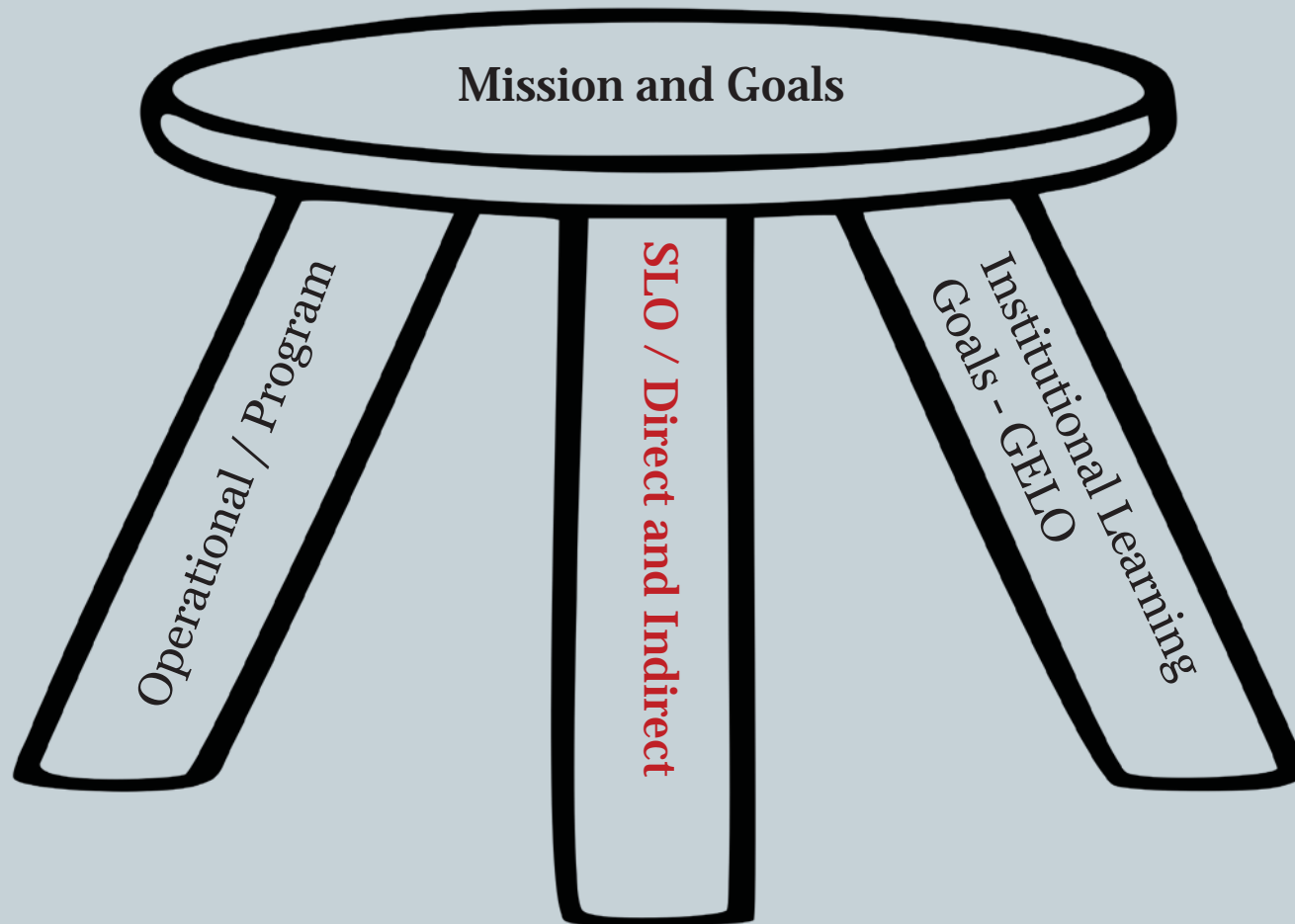


- **Oral and written communication**
- **Scientific and quantitative reasoning**
- **Critical analysis and reasoning**
- **Technological competency**
- **Information literacy**
- **Study of values, ethics, and diverse perspectives**

Pace University: Learning Outcomes of the Core Curriculum

- * **Communication**
- * **Analysis**
- * **Intellectual depth, breadth, integration and application**
- * **Effective citizenship**
- * **Social Interaction**
- * **Global, National, and International Perspectives**
- * **Valuing**
- * **Problem-solving**
- * **Aesthetic response**
- * **Information Literacy and Research**
- * **Scientific and quantitative reasoning**
- * **Technological Fluency**

Assessment



Direct Assessment



*In direct assessment students **display** knowledge or skills as the result of an assessment measure (presentation, test, etc.). Direct measures of student learning require students to **display their knowledge and skills** as they respond to the instrument itself. **Objective tests, essays, presentations, and classroom assignments all meet this criterion.***

(Assessment Essentials: Planning, Implementing and Improving Assessment in Higher Education Palomba, C.A., & Banta, T.W., 1999)

Indirect Assessment



*Indirect assessment learning is **inferred** instead of being supported by direct evidence (i.e., **usage data, satisfaction surveys**). Students **reflect on learning** rather than demonstrate it.*

(Palomba, C.A., & Banta, T.W., 1999)

Indirect Assessment



Indirect measures may imply that learning has taken place but does not specifically demonstrate that a particular learning or skill was achieved

Indirect methods seeks to obtain information about students feelings or perceptions (even if those are feelings about what and how much they learned,) rather than “**testing**” what they learned

Did you learn something? vs. What did you learn?

Direct vs. Indirect



- **Indirect measures that provide feelings, likes, and perceptions are important in Student Services**
 - Imagine if a student did not like the food in the cafeteria?
 - If survey results constantly noted that the Financial Aid office is cold and uncaring?
 - The \$10,000 guest speaker is “boring”

These are very important!

- **Indirect assessment is important in helping us to understand how students perceive our programs and services but not if they have learned anything from the experience. Satisfaction vs. Learning**

Program / Event



**WHAT DID THE STUDENT
LEARN AT THE PROGRAM**

VS.

**WHAT THEY BELIEVE THEY
LEARNED**

Typical Indirect Questions



- Did you **like** the program?
- Would you **attend** the program again?
- Did you **learn** something from the program?
- Did you **feel** a sense of community after...?
- Did you **think** the information was useful...?
- Are you **better prepared** to cope in the case of an emergency? (fire, evacuation, active shooter)
- Was the presenter **insightful, engaging and entertaining**?
- Was there an **attendance increase** from last year?
- Do you **know the difference** between X and Y after attending the program?
- Do you know more about X after the program than you did before the program?

Exercise #1



- **Go through each example, individually first, then as a group, and determine if the examples are:**
 - Direct
 - Indirect
 - Depends
 - If direct or indirect how it can be reworded to be direct
- **Have one person report back with answers and why**
- **10-15 minutes including break**

Example: SLO Direct / Indirect



- **Which goal is direct / indirect?**
 1. Increasing attendance goals at a Title IX program from the previous year?
(Indirect)
 1. A program with the goal of building community
(Direct or Indirect)
 1. Have students write three things they learned from the program they attended
(Direct)
If you have predetermined learning goals / measures
- **How do we know they learned something, **and** that they learned what we want them to learn?**

Indirect Assessment in Student Services



- **Student Services historically have relied on indirect assessment for reporting success such as:**
 - Satisfaction surveys (NSSE, Noel-Levitz, CCSSE, etc.)
 - Graduating senior surveys
 - Program evaluations
 - Attendance rates
 - Usage data
 - Quality measures
 - Focus groups / surveys administered to the **student**
- **Indirect assessment is very useful when determining if a student likes, attends, or enjoys an event, activity, or program, but again, not in conveying what was learned**

2014 NSSE Survey (“Did You” Questions)



- *Applying facts, theories, or methods to practical problems or new situations*
- *Analyzing an idea, experience, or line of reasoning in depth by examine its parts*
- *Evaluating a point of view, decision or information*

MSCHE - Characteristics of Excellence



- Characteristics of Excellence, 12th Edition, 2006 (CofE)

Strategies to assess student learning should include direct – clear visible, and convincing – evidence, rather than solely indirect evidence of student learning such as surveys and focus groups. (CofE, pg. 26-27)

Why is Direct Assessment Important?

- **How do you know that the educational goals are being achieved?**

- Counseling
- Athletics / Recreation
- Advising
- Student Activities
- Cultural / Diversity Programing
- Community Service
- Conduct
- Student Government
- Title IX / Safety

- **Do you know what your goals are?**

- Admissions
- Academic Support Services
- Residence Life
- Food Service
- Registrar
- Enrollment Services
- Financial Aid
- Student Accounts
- Others!

Sample Direct Assessment Techniques

- Pre/post test
- Direct observation
- Video observation
- Completion accuracy
- Reflection papers
- Performance observation
- Demonstrations
- Interviews (not focus groups)
- Competitions
- Portfolios
- Projects
- Capstones
- Goal completion
- Training others
- Essays
- Quick checks during program
- Work groups/table top exercises
- Juried evaluators

You Must Have Pre-Determined Learning Goals and Measures

Conduct Pre-Test



Appendix A: Assessment Pretest

1. Student ID Number
2. Are you a transfer student?
3. Evaluate the following statements.

Strongly Disagree Disagree Agree Strongly Agree

I understand the Code of Student Conduct.

I understand the conduct process and how it works.

I understand the university policies and how they apply to me.

I am aware of the resources available on campus.

4. Describe your perception of the student conduct process.
5. What do you hope to gain through the conduct process?

Conduct Post Test (direct?)

Appendix B: Assessment Posttest

1. Student ID Number

2. Evaluate the following statements.

Strongly
Disagree

Disagree

Agree

Strongly
Agree

As a result of the student conduct process, I have a better understanding of the Code of Student Conduct.

As a result of the student conduct process, I have a better understanding of the conduct process and how it works.

As a result of the student conduct process, I have become more aware of the resources available on campus.

As a result of the student conduct process, I have a better understanding of the university policies and how they apply to me.

Throughout the student conduct process, I was given options in how the case would be handled.

During the student conduct process, I was given the opportunity to communicate my thoughts and feelings about the incident.

I was able to meaningfully contribute my ideas toward the outcome.

As a result of the student conduct process, I have a better understanding of my responsibilities as a member of the community.

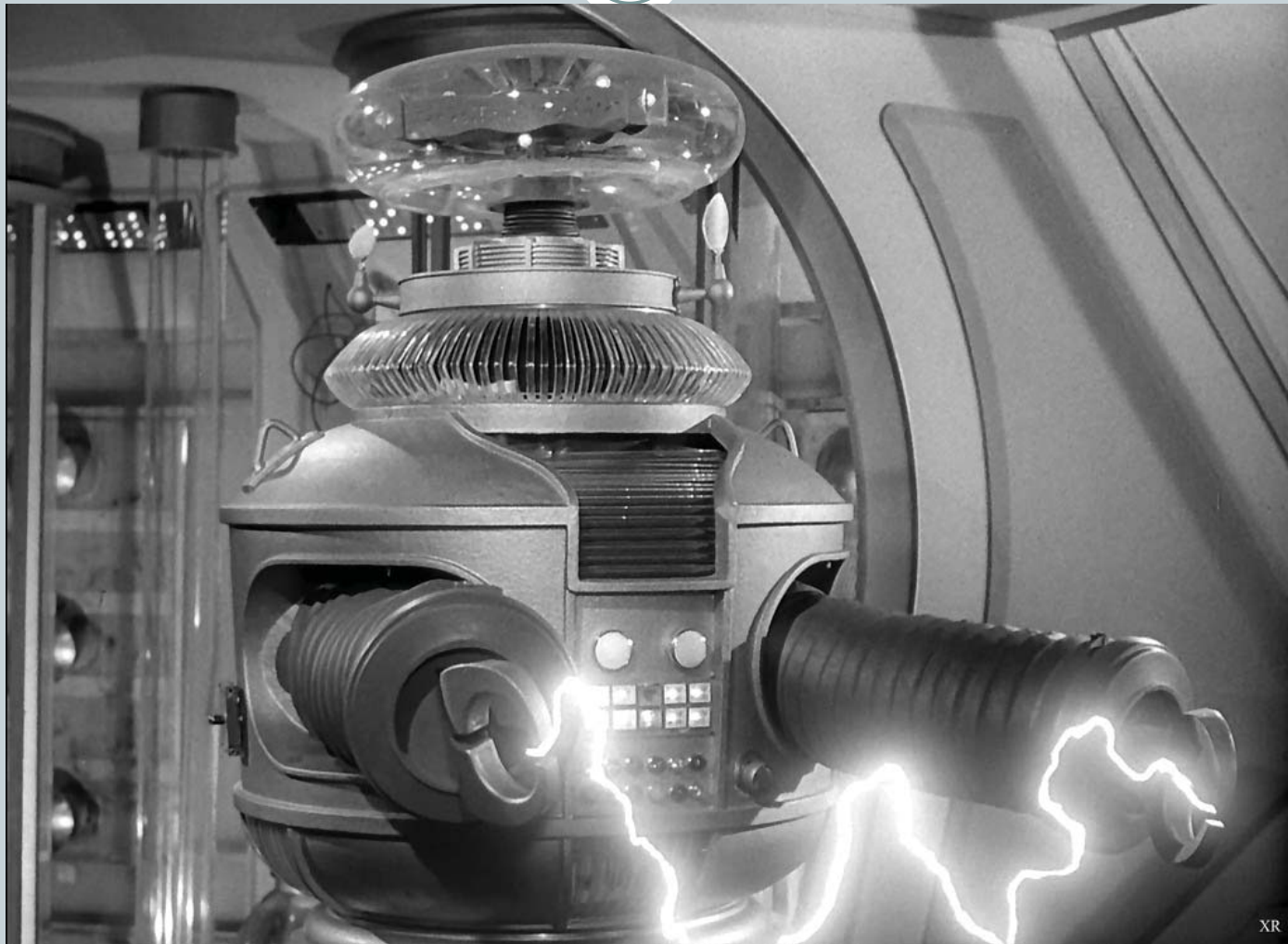
I was provided with the information needed to confidently participate in the student conduct process.

Conduct Direct Assessment Pre/Post Test – Yes or No?



- **Pre and Post Test?**
 - NO
- **Why?**
 - There is no direct student learning, the entire “test” is the student’s perception of learning
- **What is this?**
 - A Pre and Post Satisfaction Survey

Danger – Direct assessment terminology does not direct assessment make!



Question?



- **Is your institution using institutional resources within student affairs and services that involves student learning outside the classroom?**
 - Workshops
 - Lectures / Guest Speakers
 - Trainings
 - Mentoring
 - Mediation / Conduct
 - Community Service / Service Learning
 - Recreation / Athletics
 - Orientation
 - Clubs and Organization
 - Etc.

MSCHE Standard IV



**IF OFFERED, ATHLETIC, STUDENT
LIFE, AND OTHER
EXTRACURRICULAR ACTIVITIES
THAT ARE REGULATED BY THE SAME
ACADEMIC, FISCAL AND
ADMINISTRATIVE PRINCIPLES AND
PROCEDURES THAT **GOVERN ALL
OTHER PROGRAMS (#10)****

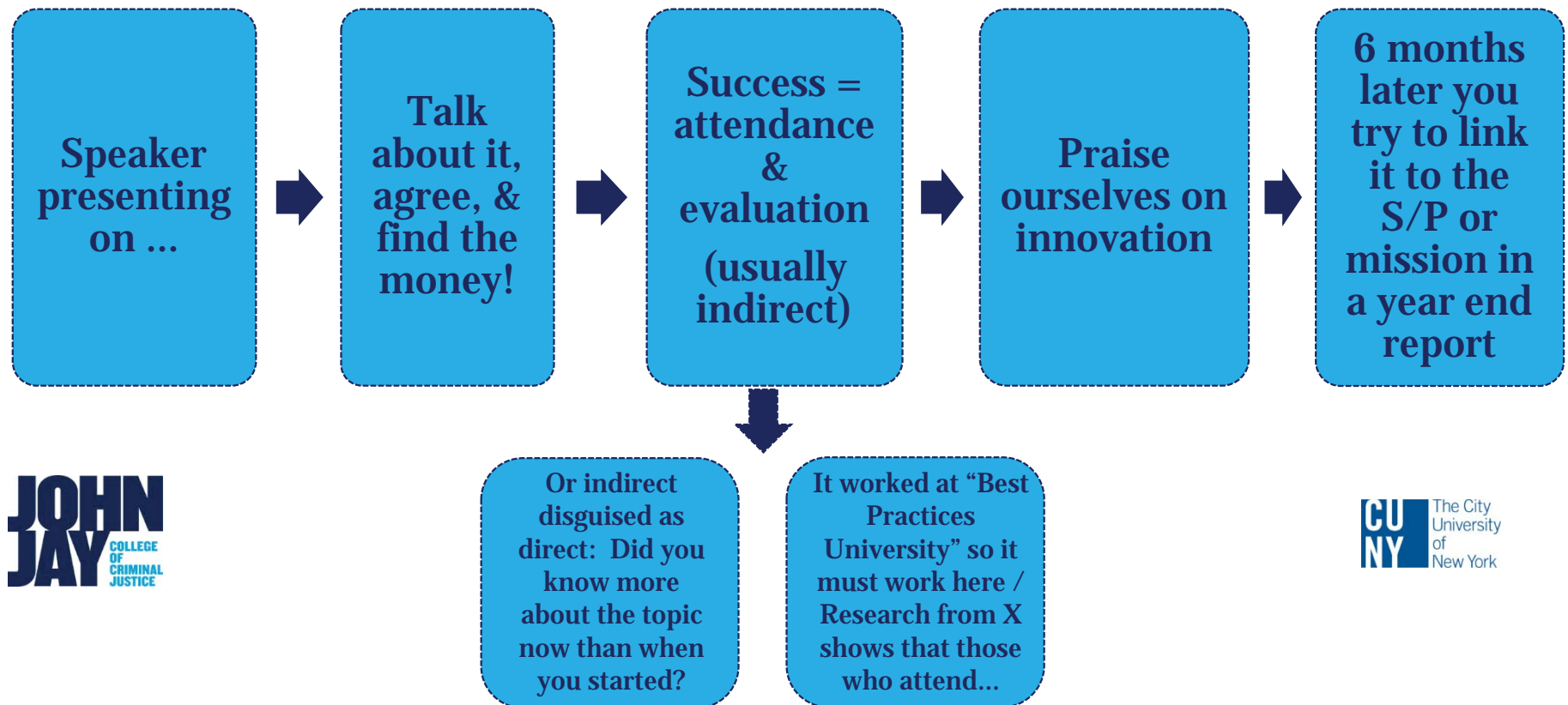
MSCHE, thank you Erica Swain, MSCHE!



Standard I: Mission and Goals	Criterion 1. “Periodic assessment of mission and goals to ensure they are relevant and achievable.”
Standard II: Ethics and Integrity	Criterion 9. “Periodic assessment of ethics and integrity and evidenced in institutional processes, practices, and the manner in which these are implemented.”
Standard III: Design and Delivery of the Student Learning Experience	Criterion 8. “Periodic assessment of the effectiveness of programs providing student learning opportunities.”
Standard IV: Support of the Student Experience	Criterion 6. “Period assessment of the effectiveness of programs supporting the student experience.”
Standard V: Educational Effectiveness Assessment	Criterion 5. “Periodic assessment of the effectiveness of assessment processes for the improvement of educational effectiveness.”
Standard VI: Planning, Resources, and Institutional Improvement	Criterion 9. “Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.”
Standard VII: Governance, Leadership, and Administration	Criterion 5. “Periodic assessment of the effectiveness of governance, leadership, and administration.”

Student Experience

Example: Paid Speaker



Standards for Accreditation and Requirements of Affiliation (SARA)

- **Intuition planning integrates goals for academic and institutional effectiveness and improvement, student achievement of goals, **student learning**, and the results of academic and institutional assessment.**

Thank you E. Swain, MSCHE!

An accredited institution
of higher education

has an appropriate *mission*
(Standard I)

lives it with *integrity* (Standard II)

delivers an effective *student learning
experience* (Standard III) and

supports the overall *student
experience*, both inside and outside
of the classroom (Standard IV)

An accredited institution
of higher education

assesses its own *educational
effectiveness* (Standard V)

uses *planning and resources to
ensure institutional improvement*
(Standard VI) and

is characterized by effective
*governance, leadership, and
administration* (Standard VII)

Why Aren't Indirect Measures Good Enough?

THEY USED TO BE!



- Also, if your program is not achieving intended learning goals, then why have the program at all? Are you spending institutional resources:

- Financial

- Human

- Time



These are Important Questions!!



But are they the right questions?

Why is this so important?



- If the program is achieving a different goal than the one intended, isn't that important to know? Let's look at an common educational program...



Alcohol Education Program



Alcohol Content of:
1 Shot of Spirits = 1 Glass of Wine = 1 Beer

- **SLO Goal: Consuming several 1.5 oz. shots of 80% alcohol is far more intoxicating due to the alcohol concentration than having the same quantity of beer or wine.**

Outcome



- **Indirect Assessment Question**
 - Did you learn the difference between one shot of spirits, one glass of wine, and one beer?
 - Did you learn something from the program?
 - Did you like the program?
 - Would you attend the program again?
- **Actual Direct Assessment Outcome:**

“Cool, I can get drunk faster and gain less weight by doing shots than drinking beer.”

- **Indirect assessment would not likely have brought this answer forward**

You Need Goals and Tools to Measure Success

Graphic



Goals First!

What is the **SLO**?

**Learning Outcomes =
Learning Goals**



First, What are you assessing?



Program

Event

Process

Department

Individual

2nd, Who is your audience? -This is very important!
For example, conference proposals have learning outcomes

Audience



FACULTY



STAFF



STUDENTS



PARENTS



**OUTSIDE
AGENCIES**



ADMINISTRATION



COLLEAGUES



Students Only!



- SLOs only deal with your students !
- Learning outcomes may have a different audience
 - Staff
 - Non college students (youth programs)
 - Faculty
 - Administrators
 - Outside agencies
 - Community
 - Orientation???
 - ✦ Student: Most Likely Parents: No
 - Etc.
 - **In general**, these won't be included in SLO assessment (however, this is an institutional decision, and may be incorporated into operational assessment plans)

What do you want the student(s) to learn?

All learning outcomes must start with a goal!

Often assessment fails for lack of a well defined goal



The Academic Side of the House



- Within Academics, developing learning goals **may** be easier in some areas:

Articulate and apply the elements of a legally binding contract



Articulate an understanding of Darwin's Theory of Survival of the Fittest



Describe, analyze, and interpret created artwork

What is the Intended Learning Outcome?



- There are three simple questions to ask:



Learning Goals – Be realistic



**Bloom's
Taxonomy
of Learning**
(New Version)

Creating

Evaluating

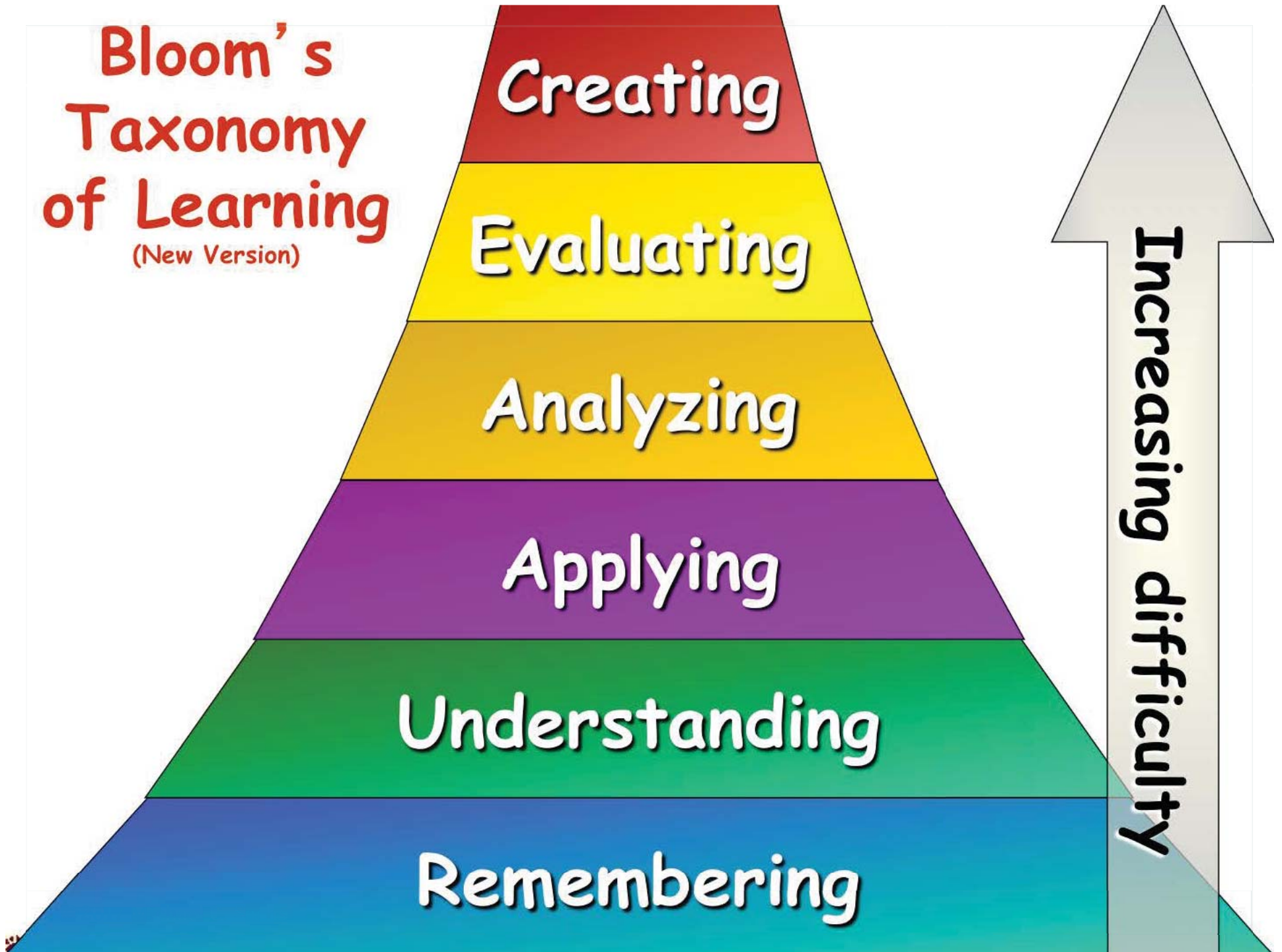
Analyzing

Applying

Understanding

Remembering

Increasing difficulty



Single
Program

Workshop

Workshop
Series

Program
Series

Leadership
Development

Training

Event
Planning

Project

Outcome

Modified SMART GOAL



**DEVELOP A GOAL(S)
MAKE SURE THEY ARE SMART**

1

SPECIFIC

2

MEASURABLE

3

ACHIEVABLE

4

REALISTIC

5

TIME ORIENTED

SMART



- **Specific** – Clear, concise & not overly broad
- **Measurable** – Can you measure the outcome?
- **Achievable/Attainable Plan** – Can you get there?
- **Realistic** – Can the goal be achieved reasonably?
- **Time Oriented** – A starting & end point

What are your expressed learning goals for:

- One time student program (dance, fashion show, service learning, guest speaker, safety program)
- Study abroad program
- Resume writing session / interview / workshop series
- FAFSA training / commencement
- Student orientation (who is your audience?)
- Academic advising
- Athletics and recreation
- Dining
- Student government
- Training (RA, student leader, Title IX)
- Etc.
 - ✦ **Don't forget your AUDIENCE**

Exercise #2 (20-30 minutes + Break)

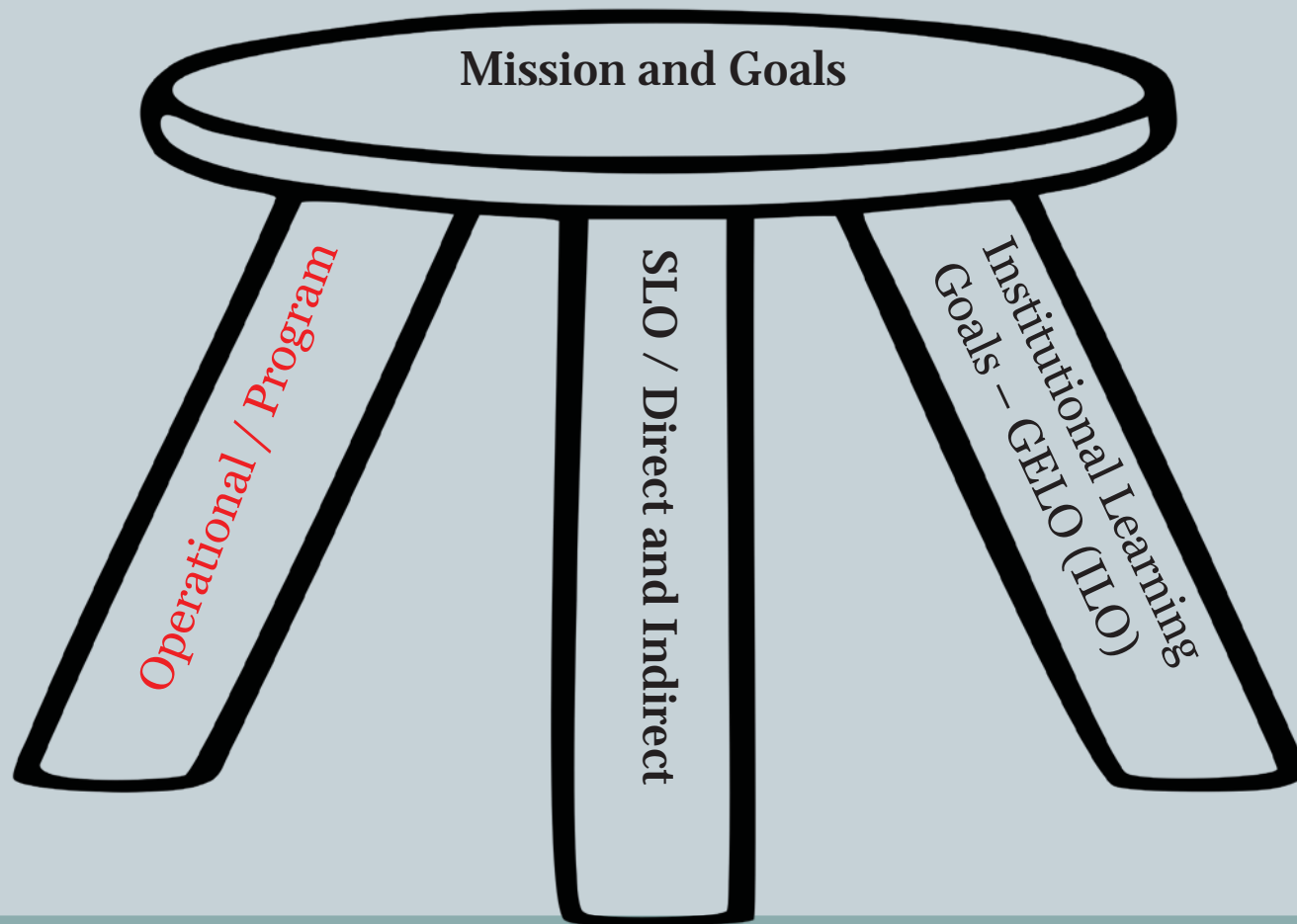


**CREATE LEARNING GOALS FOR
YOUR PROGRAM/ EVENT**

**PICK 2-3 OF THOSE DEVELOPED
AND REPORT BACK**

**MAKE SURE THEY ARE SMAR-T,
KNOW YOUR AUDIENCE, AND
BLOOM'S LEVEL OF LEARNING**

Assessment



What is the difference between operational and SLO Assessment?



Operational / Program Outcomes

Outcomes that deal with functions, demands, resources, and efficiencies

Student Learning Outcomes

Outcomes that describe and show the desired learning that must take place in order to achieve a stated course/department/program goals

Assessment Plans: Integrates all forms of assessment

Operational Examples

- **Financial Resources**
 - **Staff Training**
 - **Technology**
 - **Infrastructure**
 - **Staffing levels**
 - **Organization and management**
 - **Access and Equity**
 - **Compliance**
 - **Best Practices**
 - **Etc.**
- **Operational Assessment should include statements about SLO and assessment plans should outline operational assessments, direct SLO, and indirect assessment**

Example

CAS – Council for the Advancement of Standards



Operational / Program Assessment Example

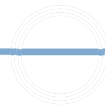
CAS



CAS is a tool used to guide your assessment with the goal of “self assessment of...programs and services for continuous quality improvement”

As part of the CAS Standards for most areas student learning is emphasized, but is not a “how to” guide on assessing student learning.

Sample CAS Operational Assessment Career Services



Rationale:

3.4 Management

- SCP leaders plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources.
- SCP leaders manage human resource processes including recruitment, selection, performance planning, and succession planning.
- SCP leaders use evidence to inform decisions, incorporate sustainability practices, understand and integrate appropriate technologies, and are knowledgeable about relevant codes and laws.
- SCP leaders assess and take action to mitigate potential risks.

Rationale:

3.5 Supervision

- SCP leaders manage human resource processes including professional development, supervision, evaluation, recognition, and reward.
- SCP leaders empower personnel to become effective leaders and to contribute to the effectiveness and success of the unit.
- SCP leaders encourage and support collaboration across the institution and scholarly contributions to the profession.
- SCP leaders identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement.

Rationale:

3.6 Program Advancement

- SCP leaders advocate for and actively promote the mission and goals of the programs and services.
- SCP leaders inform stakeholders about issues affecting practice.
- SCP leaders facilitate processes to reach consensus where wide support is needed.
- SCP leaders advocate for representation in strategic planning initiatives at divisional and institutional levels.

Rationale:

Overview Questions:

1. Explain the extent to which SCP leader(s) are viewed as and held responsible for advancing the departmental mission.
2. Explain the opportunities and limitations present for SCP leader(s) as they seek to fulfill SCP mission.
3. How do SCP leaders advance the organization?
4. How do SCP leaders encourage collaboration across the institution?

CAS Examples



For All Standards

- “Assessment must include qualitative and quantitative methodologies....**and student learning development outcomes are being met**” (this is in all standards)
- “Document achievement of stated goals and learning outcomes”

If you don't know how to document and measure a SLO then how can you fully complete a program review where student learning is part of the review (e.g. CAS)?

You Can't!

Remember the alcohol program example?



**You need a mix of direct,
indirect, and operational
assessment in your
assessment plans.**

Why is this Important in the Reaccreditation Process – Middle States?



**Continuous
Quality
Improvement**

**Self-Discovery
& Assessment**



MSCHE the Self Study



*The characteristics of good evidence of student learning include considerations of **direct and indirect methods** for gathering evidence of student learning.*

(Student Learning Assessment: Options and Resources, 2nd Edition, 2007)

...An institution [must]

*Assess both institutional **effectiveness** and student learning outcomes, and uses results for **improvement***

(Self Study Creating a Useful Process and Report, 2nd Edition 2007)

You Need Goals **and Tools** to Measure Success

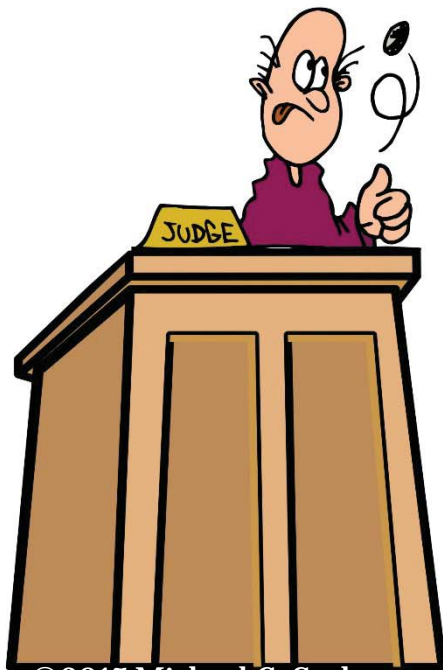
Graphic



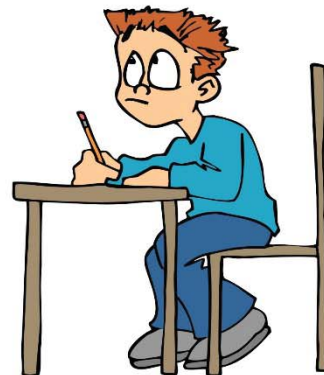
Now Tools!

RUBRICS (Generally indicate direct assessment)

Scoring Rubric



Criteria	Exemplary 4	3	2	1	NS
1. Well Organized					
2. Effective					
3.					
4.					
5.					



Key to Direct Assessment

- **A direct assessment technique is only as good as the tool used to measure it:**
 - A post test with no predetermined acceptable answers is useless (remember the alcohol example or the conduct post test?)
- **Rubrics are an excellent tool for communicating expectations as they generally indicate direct assessment.**



Rubric Defined



Rubrics ... [communicate] expectations for an assignment, providing focused feedback on works in progress, and grading final products. A rubric is a document that articulates the expectations for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor. (4teachers.org)

If designed properly, Rubrics **Usually** Indicate Direct Assessment

Basically, a rubric way to determine if the anticipated learning goals are being met and the quality of the performance



Template: Rating Scale Rubric Program or Event

Dimension	Characteristics of Highest Level of Performance	Excellent	Good	Satisfactory	Marginally Satisfactory	Unacceptable	Comments	Score
<i>(EXAMPLE)</i> Organization	<i>(EXAMPLE)</i> Clearly developed sections Subheads appropriately used Easy to follow Clear and logical transitions between sections		X					
SLO / Goal	What does it look like to achieve the SLO?							

Note Taker Evaluation Rubric / Disability Services (Individual)

Note taker: _____

Date: _____

Evaluator: _____

Criteria	Exemplary	Proficient	Needs Revisions	Not meeting expectations
Organization	All notes are organized and/or bulleted. Notes includes headings, topic and subtopics structure.	Most notes are organized and/or bulleted. Headings and topics are evidently structured.	Some evidence that notes are organized. Headings and topics may be incomplete or unclear.	No evidence of organization and/or includes unclear organization structure.
Relevance	Notes are related to the topic and explain the main ideas with examples	Notes mostly relate to the topic, main ideas, and examples	Some notes relate to the topic. May include few main ideas and examples	Notes are not related to the topic or provide examples
Quality	Notes are clear and detailed in communicating concept(s)	Most notes communicate clear and detailed concepts.	Some notes communicate clear and detailed concepts.	Not enough notes are taken to communicate concept(s)
Legibility and Readability	All notes are neat and easy to read	Most notes are neat and fairly easy to read	Most notes are not neat and fairly difficult to read	All notes are not neat and difficult to read

Active Shooter Training	Yes/No + Notes
Lock & Barricade Doors	
Turn Off Lights	
Close Blinds	
Turn Off Radios & Computer Monitors	
Keep Occupants Calm, Quiet and Out of Sight	
Take Adequate Cover	
Silence all Cell Phones	
Place Signs in Exterior Windows for Injured Persons	

Sample Rubric – Campus Police / Security

Exercise #3 - Creating Rubric (handout)

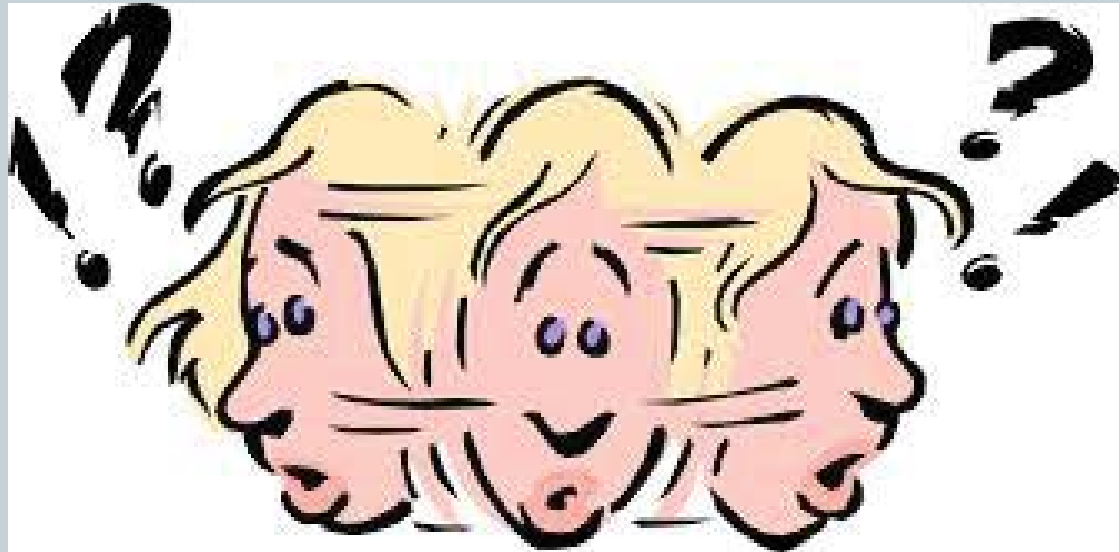
10 minute break + 30 – 40 minutes



Qualitative & Quantitative vs. Direct & Indirect



**Don't confuse direct & indirect
with qualitative & quantitative**



CAS



“Assessment must include qualitative and quantitative methodologies....and student learning development outcomes are being met”

Qualitative & Quantitative vs. Direct & Indirect



- **Quantitative**

Quantitative assessment *method uses structured, predetermined response options that can be summarized into meaningful numbers and analyzed statistically.*

(Assessing Student Learning: A Common Sense Guide, Suskie, L., 2004)

Qualitative & Quantitative vs. Direct & Indirect



- **Qualitative:**

Qualitative assessment methodology involves asking participants broad, general questions, collecting the detailed views of the participants in the form of words or images, and analyzing the information for descriptions and themes

(Qualitative Inquiry and Research Design: Choosing Among Five Approaches, Creswell, J., 2007)

Qualitative vs. Quantitative



Quantitative - Only measurable data are being gathered and analyzed in quantitative research.

Qualitative - Information is gathered then analyzed in an interpretative manner, subjective, impressionistic or even diagnostic. (APA website)

Examples



- **A Musical Performance**
 - Qualitative (Quality of Music)
 - Quantitative (Were the notes correctly performed)
- **A Play**
 - Qualitative (Was the performer funny)
 - Quantitative (were the lines read accurately)
- **Extemporaneous / Impromptu Speech**
 - Qualitative (Was it engaging and entertaining)
 - Quantitative (?)
 - **Filler Words; Beginning, Middle, End; Topic Development**

Key to Qualitative Assessment

The judge or reviewer must have expertise in the subject area or field – no amateurs allowed!!!



Qualitative and Quantitative assessment can be either direct or indirect

Infinite Cinema

Can an Indirect Measure also have a Direct Measure?



YES and NO - Integrating the Processes



- A indirect assessment technique could have direct assessment **embedded** into it:
 - Evaluation with questions about student learning embedded into the evaluation
 - A focus group with specific questions asked to individual participants about what they learned
 - Interviews that have direct questions about learning
 - Observations with goals for performance
 - Remember, you must construct a proper direct assessment tool (remember the pre/post conduct survey!)

Evaluation with Embedded Direct Measure



- **Indirect:**
 - Did you learn something from this presentation?
 - Would you like to attend a similar program in the future? ++
- **Direct:**
 - What did you learn from the presentation?
 - ✦ List three items (with predetermined answers)
 - ✦ Fill in the blank
 - ✦ Create a tool to measure the learning for small group discussions (have the recorder turn in their notes)

Note



- A focus group, survey, evaluation, etc. is always indirect if administered to the student(s) whose learning you are measuring, but there may be a direct measure embedded (Be careful!)
 - ✦ Remember to note that your indirect measure has embedded direct measures so the reader understands

When might an evaluation or survey be direct?



Career Development



- **Goal:** At least 80% of students have researched companies before interviewing at the career fair
- **Measure:** Via a **survey** of participating companies at career fair, 80% **felt** that students were well prepared and knowledgeable about their company (Direct or Indirect?)
- **Measure:** Students will be able to answer correctly 75% of the questions concerning a particular company before being allowed to interview.

Let us look at some Examples!



example

the way forward ...

Now For more Examples!



- **The following goals are examples of direct assessment processes in various areas of Student Services**
- **Caveats**
 - It is essential to create a tool (rubric, pre-post test, etc.) that measures your SLO goals
 - These are primarily individual student learning don't forget long term studies of student learning
 - Not all examples will be feasible on your campus
 - This presentation does not take into account resources (both human and financial)
 - You will need to determine your own SLO goals (SMART)
 - SLO development needs to be collaborative!
 - This is not a dissertation or research, you may not agree with the measure or outcome - that is an institutional decision

	Beginning 1 (Lower 50%)	Developing 2 (50%-79%)	Accomplished 3 (80%-89%)	Outstanding 4 (Top 10%)
Quality & Organization				
Engaging				
Presentation Skills				
Resource Knowledge				

Sample Rubric – Admissions Tour Guides - Direct Observation

Residence Life: RA Training



- **Program / SLO:**
 - Behind Closed Doors – Role Play Training
 - ✦ Students will be able to apply training to real life scenarios
- **Tool:**
 - Direct observation by professional staff

Actors' Name(s): _____ Home RC Name : _____ Evaluator Name: _____

NOISE VIOLATION - Behind Closed Doors Evaluation

Directions: For each scenario we have identified key skills that should be demonstrated during BCD's. As an evaluator you are responsible for observing BCD's and rating RA performance based on the use of these skills. For each skill mark "Demonstrated", "Partially Demonstrated", or "Not Demonstrated":

- **Demonstrated (D)** - RA(s) displayed *almost all* necessary components of skills. Anything noteworthy should be indicated in the notes section
- **Partially demonstrated (PD)** - RA(s) successfully exhibited *some* necessary components of skills. Missing components should be indicated in the notes section.
- **Not demonstrated (ND)** - RA(s) exhibited *very few* necessary components of skills. Indicate various ways for improvement in the notes section.

During the debrief for each scenario, *add specific comments to the notes section* based on the conversation with the facilitator(s). A folder will be provided in each scenario room to collect the evaluations. **Leave all completed evaluations in the room before moving on to the next scenario.**

Skill	D	PD	ND	Notes
Announce yourself as an RA and knock on the door, assessing the situation once you're able to see into the room (do not get trapped in the room, note if alcohol is present, find out who owns the room, etc.)				
Calmly request cooperation in maintaining reasonable noise levels, emphasizing the impact on the community.				
Create a plan for appropriate follow-up (if noise persists, further action will be taken i.e. incident report and noise must be silenced)				
Follow appropriate HDRL protocol (write incident report after warning is given)				

Conduct Office

- Program / SLO:
 - Reflection Paper with Topical Goals
 - Recidivism rates
 - Alcohol violations over time
- Tool:
 - Rubric with Stated Goals for paper content

	Beginning	Intermediate	Exemplary
Self Disclosure			
Paper Connected to Conduct Violation			
Understand Connection to Community Standards			

Sample Rubric – Student Conduct: Reflection Paper

Campus Safety

- **Program / SLO:**
 - A student will learn how to properly use a fire extinguisher
- **Tool:**
 - Table Top Exercise / demonstration
- **Program / SLO:**
 - Inappropriate behavior by Student
- **Tool:**
 - Post Interview with Conduct Officer or Police

Food Services

- Program / SLO:
 - Students will better understand food quality, preparation, waste management, healthy eating, etc.
- Tool - Post Test:
 - With Specific Answers or fill in the blank
 - Measure waste and consumption

Enter an 'X' in the correct box for your answer.

What items are not baked on premises or are brought in from local bakeries?	Dinner Rolls	Wraps	Hamburger/ Hotdog Buns	Hoagie/ Sub Rolls	Bagels	Donuts	Sandwich Bread

Enter an 'X' in the correct box for your answer.

What percentage of meat on average is delivered frozen? ++	5%	20%	60%	80%			

Enter an 'X' in the correct box for your answer.

Most vegetables/fruit are freshly prepared, what are the two exceptions?	Peas	Carrots	Beets	Green Beans	Cabbage	Cling Peaches	

Sample Rubric – Food Services

Registrar

- **Program / SLO:**
 - Workshop on completing graduation application: students who attend registration workshop will do better than those who did not attend
 - Commencement training
- **Tool**
 - Comparison of attendee results vs. non attendees
 - Performance

Theater Club

- **Program / SLO:**
 - Students will produce an entertaining and semi-professional theatrical production
- **Tool - Video or Direct Observation**
 - Of the Performer or the Audience

Criteria	4	3	2	1	TOTAL
VOICE	Voice was loud and clear; words were easily understood	Student spoke clearly but it was difficult to understand some of the script; could've been louder.	Voice and language was not very clear; could've been much louder.	Could not understand what was being said due to unclear and low speech.	
AUDIENCE	Audience felt like part of the show.	Was aware and well-connected to the audience.	Needed more audience awareness and connection.	No audience awareness or connection at all.	
MEMORIZATION/ IMPROVISATION (When applicable)	Script was fully memorized; student improvised in place of lines.	Script was almost fully memorized-some improv used to make up for missed lines.	Script was partially memorized; student did not attempt improvisation.	Script was not at all memorized; no improvisation used.	
OVERALL	Committed, cooperated & concentrated-WOW!	Semi-committed, concentrated & cooperative-GREAT!	Almost committed, cooperative & concentrated-NOT TOO BAD...	No commitment, cooperation or concentration MORE REHEARSAL!	

Theatre Club

Career Development

- **SLO:**
 - Students who attend the resume workshop will be able to create a quality basic resume
 - Dressing for an interview
 - Preparing for an interview
 - One minute elevator speech
 - Etiquette Dinner
- **Scoring rubric with criteria / Pre-post test / Video observation**

PRESENTATION / FORMAT	<ul style="list-style-type: none"> § Typed or computer generated § Balanced margins with eye appeal § Format highlights strengths and information § Appropriate fonts and point size used with variety 	<ul style="list-style-type: none"> § Typed or computer generated § Balanced margins § Format identifies strengths and information § Appropriate fonts and point size used 	<ul style="list-style-type: none"> § Typed or computer generated § Somewhat balanced margins § Format identifies strengths and information § No variation in fonts and/or point size 	<ul style="list-style-type: none"> § Typed or computer generated § Unbalanced margins § Format detracts from strengths and information § Fonts distract from readability 	
Ranking Points	10	8	7	6	
JOB-SPECIFIC / VOLUNTEER INFORMATION	<ul style="list-style-type: none"> § All action phrases used to describe duties and skills § Information demonstrates ability to perform the job § Professional terminology used when describing skills 	<ul style="list-style-type: none"> § 1-2 duties/skills lack action phrases § Information demonstrates ability to perform the job § Some professional terminology used when describing skills 	<ul style="list-style-type: none"> § 3-4 duties/skills lack action phrases § Some information demonstrates ability to perform the job 	<ul style="list-style-type: none"> § 5-6 duties/skills lack action phrases § Information does not clearly demonstrate ability to perform the job 	
Ranking Points	15	12	11	10	
SPELLING & GRAMMAR	<ul style="list-style-type: none"> § No spelling errors § No grammar errors 	<ul style="list-style-type: none"> § 1-2 spelling errors § 1-2 grammar errors 	<ul style="list-style-type: none"> § 3-4 spelling errors § 3-4 grammar errors 	<ul style="list-style-type: none"> § 5-6 spelling errors § 5-6 grammar errors 	
Ranking Points	10	8	6	4	
					TOTAL SCORE:

Sample Rubric – Career Development

Athletics

- Program/SLO:
 - Athletic Team Sport: Sportsmanship
 - Safety
 - Skill / Technique

Conduct	Criteria Scale				
	4 Ideal	3 Acceptable	2 Tolerable	1 Unacceptable	0 Absent
Behavior towards <ul style="list-style-type: none"> • Officials • Opponents • Host school • Host students 	Respectful Polite Gracious Positive interaction	Consistently neither rude nor polite.	Lacking politeness Attitude is not respectful.	Tantrums Disrespectful Fighting Swearing	Unacceptable behavior in all possible areas.
Play / Participation <ul style="list-style-type: none"> • Rules • Spirit of event • On the field 	Honorable Playing under control. Fully engaged in respectful play.	Solid good play. Abides by the rules.	Play that follows rule but selfish or lacking true spirit.	Cheating Roughness Out of control. Inappropriate taking advantage.	Unable to follow rules. Unwillingness to grow as athletes
Team Work <ul style="list-style-type: none"> • Unity • Organization • Cooperation 	Cooperative. United. Respectful to team- mates. Good leadership.	Working together but some problems with communication.	Sometimes working together or disagreeing with own team.	Disjointed play. Inter-fighting Disorganized Lacking leadership.	No teamwork whatsoever displayed.
Average Score					

Sportsmanship - Recreation

Title IX / Clery



- **Training with role playing**
- **Tracking the number of reports over time or have investigator query how they knew to come to that office to report the incident**
- **Post and Pre-test**
- **Small group feedback**
- **Survey with embedded questions**
- **Have students do the training!**

Student Workers / HR / Orientation



- **Sexual Harassment training (pre/post test)**
 - Mix it up
 - Role play acts of sexual harassment
- **Training on various computer systems or paperwork completion, and then go through the test or material for proper completion.**

Student Government / Student Leadership

- Program / SLO

- Student Government Officers will learn leadership Skills

- ✦ Portfolio of their year of work

- ✦ Programs & Events: Successes and Challenges

- ✦ Reflection Paper

- ✦ Train the Trainer

- ✦ Public Speaking

- ✦ Budget workshop pre-post test or demonstration

- ✦ Elections



Fiscal Responsibility Rubric Student Leader Learning Outcomes (SLLO) Project

Name of Student:

Date Completed:

FISCAL RESPONSIBILITY OUTCOMES	<u>NOVICE</u>	<u>TRANSITION</u>	<u>INTERMEDIATE</u>	<u>TRANSITION</u>	<u>ADVANCED</u>
	Awareness or Base Level Knowledge	From Novice to Intermediate	Apply the concept somewhat	From Intermediate to Advanced	Intentional and Effective Application
Integrity/ Competence	<p>Does not think through the process</p> <p>Focuses on immediate needs not the correct process</p> <p>Does not recognize conflicts of interest in the process</p> <p>Inconsistent with following policies</p> <p>Has not received proper training</p> <p>Does not understand consequences of actions regarding fiscal matters</p> <p>Does not demonstrate understanding of policy and procedure</p>		<p>Follows the rules and policies they know</p> <p>Does not exhibit critical thinking for events they encounter</p> <p>Has received proper training, but regularly makes mistakes</p> <p>Able to identify some consequences of actions</p>		<p>Thinks through possible consequences for anything they are not familiar with</p> <p>Leads training sessions</p> <p>Critically thinks through consequences of actions</p> <p>Understands and follows policy and procedure</p>
Accountability/ Disclosure	<p>Does not understand the concept of "separation of duties"</p> <p>Does not understand why there is a need to be responsible to someone else</p> <p>Unfamiliar with fiscal concepts or processes</p> <p>Needs constant supervision</p> <p>Financial information they need to provide is not readily available</p> <p>Financial information is not reviewed or updated regularly</p> <p>Financial information they need to provide is not easy-to-understand</p> <p>Unable to answer questions regarding fiscal decisions of organization</p>		<p>Understands why a separation of duties is important</p> <p>Understands why there is a need to be responsible to someone else</p> <p>Tries to follow the processes but is not necessarily successful</p> <p>Knows some processes but not others</p> <p>Needs some supervision and reassurance</p> <p>Financial information is periodically reviewed and updated</p> <p>Financial information is made available to a limited number of individuals</p> <p>Financial information is organized, but not necessarily simplified</p> <p>Able to monitor fiscal accounts, but does not exactly understand what needs to be done with the information</p>		<p>Knows why there is & how to accomplish a separation of duties and can teach others</p> <p>Regularly checks accounts & inventory for accuracy and knows how to address issues of inaccuracy</p> <p>Performs continuous evaluation of processes and controls</p> <p>Minimal supervision and reassurance needed</p> <p>Financial information is offered and made available in multiple formats and venues</p> <p>Financial information is easy-to-understand</p> <p>Financial information is updated and reviewed regularly</p> <p>Can answer and justify all concerns and decisions regarding fiscal matters of organization</p>

Effective Meetings Rubric
Student Leader Learning Outcomes (SLLO) Project

Name of Student:

Date Completed:

EFFECTIVE MEETINGS OUTCOMES	<u>NOVICE</u>	<u>TRANSITION</u>	<u>INTERMEDIATE</u>	<u>TRANSITION</u>	<u>ADVANCED</u>
	Awareness or Base Level Knowledge	From Novice to Intermediate	Apply the concept somewhat	From Intermediate to Advanced	Intentional and Effective Application
BEFORE THE MEETING: Know governing documents	No attention to governing documents		Knows they exist, but not familiar with content		Uses and understands governing documents
BEFORE THE MEETING: Review previous meeting minutes	Does not give attention to previous minutes		Reads previous minutes, but does not take action on items		Reads and takes action on previous minutes as needed
BEFORE THE MEETING: Work between meetings	No communication/work takes place between meetings		Some work takes place, but some items still addressed in meeting that could have been completed elsewhere		The meeting addresses relevant issues that could not be resolved elsewhere
BEFORE THE MEETING: Develop outcomes for the meeting	No outcomes are established		Outcomes are thought about but not written down or incorporated into the agenda		Outcomes are established prior to setting the agenda with a clear purpose of what needs to be accomplished at the meeting
BEFORE THE MEETING: Set the agenda	No agenda is set		Rough outline of topics or process is given at the meeting		The agenda is created and sent out to attendees prior to the meeting
BEFORE THE MEETING: Invite/accept appropriate people	No consideration of people who may have information about the topic or who have a stake in the decision/action		Thinks about inviting others; may not get to it in a timely manner		Makes a deliberate choice and contacts people with plenty of notice

How to Speech Rubric

Name: _____

ORAL	Advanced	Proficient	Basic	Minimal
Ideas and Content	<ul style="list-style-type: none"> Accurate, thorough content Meaningful details Focused topic Words and ideas support the purpose 	<ul style="list-style-type: none"> Accurate content Few meaningful details Topic somewhat focused Words and ideas mostly support the purpose 	<ul style="list-style-type: none"> Some unclear content Few details Topic too broad Words and ideas generally support the purpose 	<ul style="list-style-type: none"> Confusing content Lacks detail Unfocused topic Words and ideas do not support the purpose
Organization	<ul style="list-style-type: none"> Ideal length <p>Beginning</p> <ul style="list-style-type: none"> Meaningful, clear introduction Strong attention grabber <p>Middle</p> <ul style="list-style-type: none"> Logical order; well-used transitions and specific examples; flow of ideas Visual aids shown at appropriate times (if used) <p>Ending</p> <ul style="list-style-type: none"> Main idea reemphasized 	<ul style="list-style-type: none"> Appropriate length <p>Beginning</p> <ul style="list-style-type: none"> Clear introduction Attention grabber <p>Middle</p> <ul style="list-style-type: none"> Mostly logical order; evidence of transitions and examples; flow of ideas Visual aids shown (if used) <p>Ending</p> <ul style="list-style-type: none"> Main idea restated 	<ul style="list-style-type: none"> Too short or too long in length <p>Beginning</p> <ul style="list-style-type: none"> Attempted introduction Weak attention grabber <p>Middle</p> <ul style="list-style-type: none"> Somewhat logical order; few transitions and examples; uneven flow of ideas Ineffective visual aid (if used) <p>Ending</p> <ul style="list-style-type: none"> Attempted conclusion 	<ul style="list-style-type: none"> No attention to length guidelines <p>Beginning</p> <ul style="list-style-type: none"> Absence of introduction No attention grabber <p>Middle</p> <ul style="list-style-type: none"> Illogical order; lack of transitions and examples; no flow of ideas No visual aid <p>Ending</p> <ul style="list-style-type: none"> Absence of conclusion
Voice and Delivery	<ul style="list-style-type: none"> Appropriate rate Frequent eye contact Meaningful facial expressions Clear enunciation Varied and appropriate volume for purpose Engaging and creative approach throughout Professional and confident posture/presence 	<ul style="list-style-type: none"> Mostly even rate Some eye contact Some purposeful facial expressions Mostly clear enunciation Appropriate volume with little variation Engaging and creative approach most of the time Comfortable posture/presence 	<ul style="list-style-type: none"> Uneven rate Little eye contact Few facial expressions Uneven enunciation Volume too loud or too quiet Engaging and creative approach occasionally evident Inconsistent posture/presence 	<ul style="list-style-type: none"> Incredibly uneven rate No eye contact No facial expressions Lack of enunciation Unable to be heard Lacks engaging and creative approach Awkward or distracting posture/presence
Preparedness	<ul style="list-style-type: none"> Fully prepared to speak when called on All required elements (props, note cards, visual aids, etc.) organized 	<ul style="list-style-type: none"> Ready to speak when called on Most required elements organized 	<ul style="list-style-type: none"> Somewhat ready to speak when called on Some required elements present 	<ul style="list-style-type: none"> Unprepared to speak when called on Missing required elements

Election Project Requirements

ideas, Word Choice, Organization, Voice, Conventions

Requirements	Expert 4	Knowledgeable 3	Back to Work 2	Keep going 1
Election Process: Path to President	Focused, Selective, Relevant, Organized facts and vocabulary clearly and expressively explain the process from start to finish for intended audience and purpose	Focused, Adequate, Organized facts and vocabulary clearly and appropriately explain the process from start to finish for intended audience and purpose	Some facts/vocabulary and attempt at organization explain the process, or partial explanation that somewhat meets the audience/ purpose	Few facts/vocabulary; lack of organization; need to address audience and purpose
Candidate Issues: Informed Choice	Focused, Selective, Relevant, Organized facts and vocabulary clearly and expressively explain the issues (pro/con) of candidates for intended audience and purpose	Focused, Adequate, Organized facts and vocabulary clearly and appropriately explain the issues (pro/con) of candidates for intended audience and purpose	Some facts/ vocabulary and attempt at organization explain issues (pro/con) of candidates, or partial explanation that somewhat meets the audience/ purpose	Few facts/vocabulary; lack of organization; need to address audience and purpose
Reflections: Daily Learning and Sources	Focused, Selective, Relevant, Organized facts and vocabulary clearly and expressively explain the daily activity/ sources for intended audience and purpose	Focused, Adequate, Organized facts and vocabulary clearly and appropriately explain the daily activity/ sources for intended audience and purpose	Some facts/vocabulary and attempt at organization explain the daily activity/ sources, or partial explanation that somewhat meets the audience/ purpose	Few facts/vocabulary; lack of organization; need to address audience and purpose
Conventions	Follows format of paragraphing or bullets, etc.; only 1 or 2 errors in spelling, capitals, punctuation, margins, grammar	Follows format of paragraphing or bullets, etc.; most spelling, capitals, punctuation, margins, grammar are correct	Follows format of paragraphing or bullets, etc.; some spelling, capitals, punctuation, margins, grammar are correct	Follows format of paragraphing or bullets, etc.; few spelling, capitals, punctuation, margins, grammar are correct; or not enough info for evaluating

Effective Meetings Rubric Student Leader Learning Outcomes (SLLO) Project

Name of Student:

Date Completed:

EFFECTIVE MEETINGS OUTCOMES	<u>NOVICE</u>	<u>TRANSITION</u>	<u>INTERMEDIATE</u>	<u>TRANSITION</u>	<u>ADVANCED</u>
	Awareness or Base Level Knowledge	From Novice to Intermediate	Apply the concept somewhat	From Intermediate to Advanced	Intentional and Effective Application
BEFORE THE MEETING: Know governing documents	No attention to governing documents		Knows they exist, but not familiar with content		Uses and understands governing documents
BEFORE THE MEETING: Review previous meeting minutes	Does not give attention to previous minutes		Reads previous minutes, but does not take action on items		Reads and takes action on previous minutes as needed
BEFORE THE MEETING: Work between meetings	No communication/work takes place between meetings		Some work takes place, but some items still addressed in meeting that could have been completed elsewhere		The meeting addresses relevant issues that could not be resolved elsewhere
BEFORE THE MEETING: Develop outcomes for the meeting	No outcomes are established		Outcomes are thought about but not written down or incorporated into the agenda		Outcomes are established prior to setting the agenda with a clear purpose of what needs to be accomplished at the meeting
BEFORE THE MEETING: Set the agenda	No agenda is set		Rough outline of topics or process is given at the meeting		The agenda is created and sent out to attendees prior to the meeting
BEFORE THE MEETING: Invite/accept appropriate people	No consideration of people who may have information about the topic or who have a stake in the decision/action		Thinks about inviting others; may not get to it in a timely manner		Makes a deliberate choice and contacts people with plenty of notice

Membership Selection Rubric Student Leader Learning Outcomes (SLLO) Project

Name of Student:

Date Completed:

MEMBERSHIP SELECTION OUTCOMES	<u>NOVICE</u>	<u>TRANSITION</u>	<u>INTERMEDIATE</u>	<u>TRANSITION</u>	<u>ADVANCED</u>
	Awareness or Base Level Knowledge	From Novice to Intermediate	Apply the concept somewhat	From Intermediate to Advanced	Intentional and Effective Application
Establish/Review membership selection criteria	Does not consider the overall selection criteria and whether or not it reflects the organization's mission, vision, and values.		Considers whether or not the overall selection criteria reflects the organization's mission, vision, and values, but does not take action to address any recognized inconsistencies.		Ensures that selection criteria completely reflects the organization's vision, mission, and values, and takes action to address any recognized inconsistencies.
Recruiting potential members	Is unaware of the need to promote membership beyond issuing an application or traditional processes. Does not communicate standards, expectations, and timeline for membership. Neglects to consider how the organization is being portrayed throughout the process. Prefers application and/or interview questions that are entertaining but of little substance and do not offer any insight into characteristics of desired members.		Is aware of the need to promote membership beyond current members and friends but does not take initiative to implement new techniques and practices. Basic standards, expectations, and timeline for members are communicated but may be vague or incomplete. Knows that the image of the organization is important but there is incongruence between knowledge and behavior. Recognizes the need for purposeful application and/or interview questions but also includes questions that do not offer insight into characteristics of desired members.		Is aware of the need to promote membership beyond current members and friends and utilizes a variety of approaches, including innovative and non-traditional, to intentionally seek students or organizations that have the experience and/or skills necessary for the organization's success. Standards, expectations, and timeline are clearly expressed on all recruiting materials, applications, and interview processes. Knows that the image of the organization is important and intentionally portrays a positive image of the organization. Ensures that application and/or interview questions are purposeful and result in responses that offer insight into characteristics of desired members.

Office of Disability Services (redo!)



Note Taker Evaluation Rubric

Note taker: _____

Date: _____

Evaluator: _____

Criteria	Exemplary	Proficient	Needs Revisions	Not meeting expectations
Organization	All notes are organized and/or bulleted. Notes includes headings, topic and subtopics structure.	Most notes are organized and/or bulleted. Headings and topics are evidently structured.	Some evidence that notes are organized. Headings and topics may be incomplete or unclear.	No evidence of organization and/or includes unclear organization structure.
Relevance	Notes are related to the topic and explain the main ideas with examples	Notes mostly relate to the topic, main ideas, and examples	Some notes relate to the topic. May include few main ideas and examples	Notes are not related to the topic or provide examples
Quality	Notes are clear and detailed in communicating concept(s)	Most notes communicate clear and detailed concepts.	Some notes communicate clear and detailed concepts.	Not enough notes are taken to communicate concept(s)
Legibility and Readability	All notes are neat and easy to read	Most notes are neat and fairly easy to read	Most notes are not neat and fairly difficult to read	All notes are not neat and difficult to read

What about Fun!!



Is it ok to have a program just for fun? It is essential!



Set Goals for learning



**Fun is not a goal
it is a state of mind!**

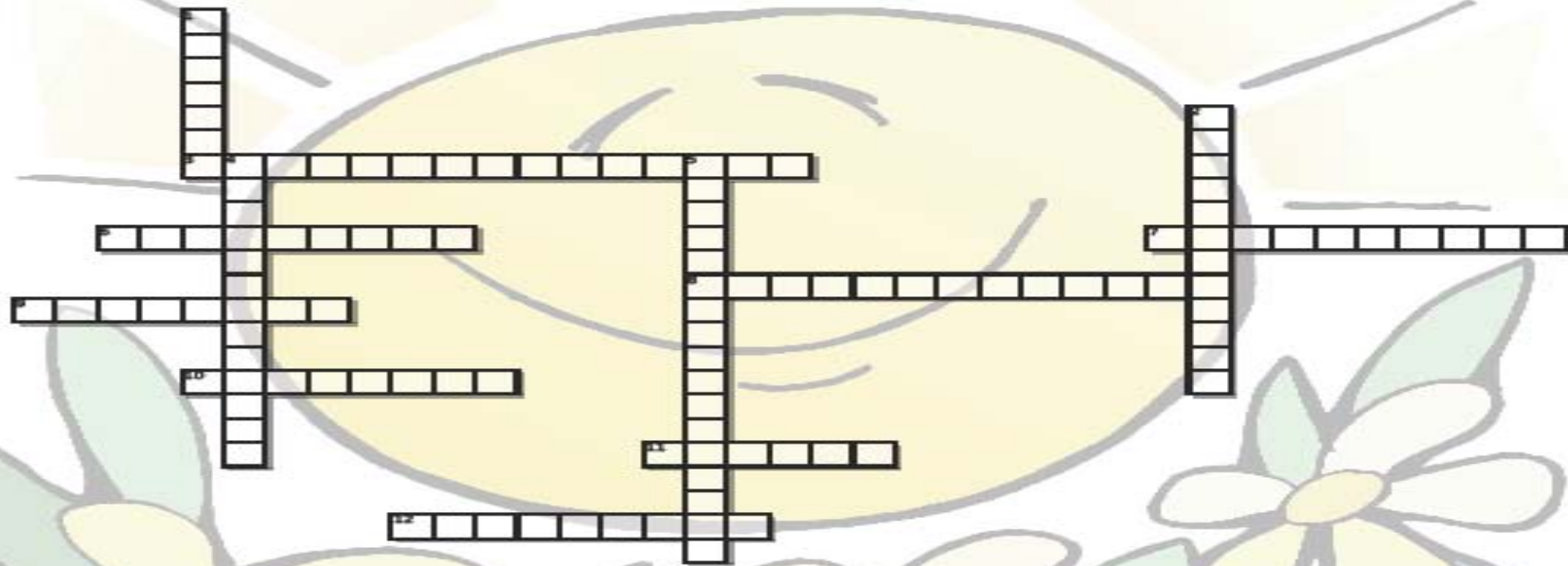


Make it Fun – Relate it back



- **Diversity workshop / program Pre-Post Test Cross Word Puzzle determining knowledge after presentation**

Diversity and Beyond Understanding important terminology!



ACROSS

- 3 The process of being "left out" of or silenced in a social group.
- 6 A term used to encompass all the various differences among people including race, religion, gender, sexual orientation, disability, socio-economic status.
- 7 An irrational fear and/or hatred of same-sex attractions can be expressed through prejudice, discrimination, harassment or acts of violence.
- 8 A process, not an outcome, which seeks fair (re)distribution of resources, opportunities, and responsibilities; challenges the roots of oppression and injustice; and empowers all people to exercise self-determination and realize their full potential.
- 9 Creating a society where everyone is treated fairly and equally, regardless of whom they are or where they live and who they love.

- 10 Prejudice or discrimination based on class

- 11 Racial prejudice or discrimination

- 12 The multiplicity of beliefs, behaviors and traditions held in common by a group of people bound by particular linguistic, historical, geographical, religious and/or racial homogeneity

DOWN

- 1 Discrimination or prejudice against individuals with disabilities
- 2 The discrimination or prejudice by heterosexuals against homosexual

- 4 Means "providing access." "Access means, "freedom or ability to obtain or make use of something

- 5 A tool for analysis, advocacy and policy development that addresses multiple discriminations and helps us understand how different sets of identities impact on access to rights and opportunities

Role Plays



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Collaborate



- **Collaborate with other areas – Educational Offerings – show synergy**
 - *Plans should be interrelated to ensure that they work synergistically to advance the institution, assessments should also be interrelated (CofE)*
 - *You should not create SLO in a box!*

Exercise #4



**REVIEWING THE PACE STUDENT LEARNING
OUTCOMES**

HANDOUT

Integration



LINKING ASSESSMENT TO MISSION AND GOALS (AND A FEW MORE!)

MSCHE Standard I – Mission and Goals



- **The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.**

Integrating Your SLO with Mission / Goals



- **Standard I – Mission and Goals (MSCHE)**
 - **3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and **student support** programs and services; and are consistent with institutional mission; ...**

Pace University Mission



- **Mission**
- **Our mission is Opportunitas. Pace University provides to its undergraduates a powerful combination of knowledge in the professions, real-world experience, and a rigorous liberal arts curriculum, giving them the skills and habits of mind to realize their full potential. We impart to our graduate students a deep knowledge of their discipline and connection to its community. This unique approach has been firmly rooted since our founding and is essential to preparing our graduates to be innovative thinkers who will make positive contributions to the world of the future.**

Pace Strategic Plan: Oportunitas



- 1. AN ENGAGING AND TRANSFORMATIONAL STUDENT EXPERIENCE**
- 2. PERSISTENT EMPHASIS ON STUDENT OUTCOMES**
- 3. A VITAL INSTITUTION**
- 4. A COMMUNITY DEDICATED TO EXCELLENCE**

Student Affairs Learning Outcomes



- **Familiarity with Pace University**
- **Life Skills**
- **Identity Development**
- **Differences / Diversity**

Putting it Together the Annual Assessment Report at ESU

PUTTING IT TOGETHER

A SONDHEIM
REVIEW



Sample Yearly Mapping Template

- Submitted to assessment group / person yearly or by semester
- Snapshot of assessment activities over a given time period
- Supporting documentation kept by person / department doing assessment (rubrics, pre-post tests, goal development materials, etc.)

YEARLY ASSESSMENT MAPPING TEMPLATE

Program Name:

Department:

Academic Year / Semester

<u>SLO</u>	<u>Measures</u>	<u>D/I</u>	<u>Targets/Goals</u>	<u>Key Findings/Outcomes</u>	<u>Actions Taken/Adjustments</u>	<u>S/P Mission</u>	<u>GELO/Other</u>

<u>PROGRAM NAME</u>				<u>ORIENTATION DEPARTMENT</u>		SEAN WRIGHT <u>COORDINATOR</u>
<u>Program</u>	<u>SLO</u>	<u>Measures</u>	<u>D/I</u>	<u>Targets/Goals</u>	<u>Key Findings/Outcomes</u>	<u>Actions Taken/Adjustments</u>
Stony Acres Mentee Weekend 2014	I	Post event survey of Mentee Program Participants	I	80 first year students enrolled in the mentee program will have learned about Stony Acres Programs, participated in challenge events, and met other new students	On a scale of 1 (being the least likely to agree) and 5 (being the most likely to agree) students rated post event knowledge of Stony Acres at 4.5, and students felt connected or made new friends at a rating of 4.0.	This was our first attempt. We will look to expand the program next Fall and get more than 80 participants involved
Mentor program 2013	I	Retention Rates	D	Students who have completed the orientation mentoring program will demonstrate better success rates following their first year experience	Retention rates for the 2013 year were 6.1% higher than all other first to second year students.	The orientation mentoring program was redesigned to incorporate a variety of ongoing and existing programs across campus. Having mentees participate in events and activities that regularly take place gives them a feeling of comfort and sense of fitting in. We will continue to seek activities that will help new students transition to the University.

<u>SLO</u>	<u>Measures</u>	<u>D/I</u>	<u>Targets/Goals</u>	<u>Key Findings/Outcomes</u>	<u>Actions Taken/Adjustments</u>	<u>S/P</u>	<u>GE</u>
Students will learn basic self defense moves	Students will demonstrate a basic self defense move to instructor after training	D	100% of students will be able to demonstrate a basic self defense move	100% of students who participated in self defense training were able to demonstrate the hammer fist self defense move	Have students demonstrate a more challenging self defense move after the next training	1.3.3	VII
Students will gain confidence in the area of self defense and risk awareness	a survey will be given to students before and after training to determine their overall confidence level regarding self defense and risk awareness	I	Students will gain an increased overall confidence and knowledge level in risk awareness and self defense	Students verbally confirmed an increase in confidence level and increased knowledge in risk awareness and self defense	Revise post training survey to include a specific numbered response for increase in confidence level	1.1.6	VII

<u>SLO</u>	<u>Measures</u>	<u>D/I</u>	<u>Targets/Goals</u>	<u>Key Findings/Goals</u>	<u>Actions Taken/Adjustments</u>	<u>S/P</u>	<u>GE</u>
<p>Students participating in this event will be able to identify the most common reasons why students seek counseling at CAPS.</p> <p>CAPS = Counseling and Psychological Services</p>	<p>Program evaluations will include a questions asking students to identify the three most common reasons why students seek counseling at CAPS. Students had to recall information that was available in various exhibits at this event.</p>	D	<p>80% of students will be able to identify two common reasons, and 50% will be able to identify three common reasons, why students seek counseling at CAPS.</p>	<p>About 300 students attended this event. The majority of students were able to clearly identify the most common reasons students sought counseling. This provided an opportunity to discuss the importance of counseling, self-assessment, and recognizing signs of depression.</p> <p><u>Results:</u> 97% identified 3 reasons; 3% identified 2 reasons student sought counseling.</p>	<p>The continued success of this program provides an opportunity to raise student awareness about mental health, encourage students to consider counseling services on campus, and promotes the collaboration of other units within the division in encouraging healthy life-long behaviors. This program will continue to be an annual event.</p>	<p>2.2.3, 2.2.4</p>	<p>II/VII</p>

<u>SLO</u>	<u>Measures</u>	<u>D/ I</u>	<u>Targets/Goals</u>	<u>Key Findings/Outcomes</u>	<u>Actions Taken/Adjustments</u>	<u>S/P</u>	<u>GE</u>
<p>Students requesting Reproductive Health Services (STD testing, Pregnancy test, and emergency Contraception) will be able to state means of prevention of undesired outcomes (i.e., acquired disease, or unplanned pregnancy).</p>	<p>All students requesting the named Reproductive Health Services will complete Pre and Post tests, administered prior to evaluation for baseline data and after educational intervention, to determine knowledge increase.</p>	D	<p>95% of students participating in Reproductive Health Services (STD testing, Pregnancy test, and emergency Contraception) will be able to state means of prevention of undesired outcomes.</p>	<p>291 students participated in the survey over the course of the academic year. There were 1310 (90%) correct responses in the pretest results and 1444 (99%) correct responses in the post test results. This demonstrated a 10% improvement following nursing education.</p>	<p>Due to the importance of this learning outcome the study will be repeated in 2017-17 as there will be a turnover of the student body.</p>	1.1.4	II/VII
Health Services							

Final Exercise – Put it all Together!



- **Create at least two SLO for your department / area including direct measures and targets**
- **Determine what tool you will use to measure SL**
- **Make sure to link it to your SP and / or Mission**
- **Feel free to add a indirect measure as well as a direct if you wish**
- **Be creative!**
- **All forms on your table**

Program Name	Student Learning Outcome (what do you want the student to learn)	Direct Measure (What tool will you use to measure SL?)	Performance Expectations / Target	Timeline (if relevant)	Linkage to S, Mission
1.					
2.					
3.					
4.					
5.					
6.					

Assessment & Possible Tools



I want to assess...	Consider using...
Thinking and performance skills	Demonstrations / Observations that demonstrate the skills which are assessed using a rubric or scoring guide
Knowledge / conceptual understanding	Various Tests (multiple choice, short answer, puzzle, clickers, group response)
Attitudes, values, habits of mind	Reflective writing prompts, essays
Overall picture of student learning	Culminating portfolio or project assessed using a rubric or scoring guide or performance
Students performance compared to others	Published test or survey, comparative demonstration or performance

Available on Your Table

Assessment Plans



- **Operational / Program Assessment**
- **SLO Assessment**
- **Cycles of Assessment (when you will do what)**
- **Philosophy**

Integration into Assessment Plans - Sample



- **Decide who will participate**
 - Get Buy-in and Collaborate
- **Set your SLO goals for Direct Assessment**
 - Example: 50% or more must be direct assessment of Small programs 1-2 per year, large 5+ per year
 - Programs create their own assessment plans and criteria
 - Operational Assessment is separate but linked
- **Yearly mapping submitted to assessment committee**

Questions?

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